

Summer Academy UNIT OF STUDY

Reading and Drama	
Unit Title Length of Delivery of Unit Team Members	<input checked="" type="checkbox"/> Reading and Drama <input checked="" type="checkbox"/> 2 nd Grade (2 weeks), 3 rd Grade (3 weeks), 4 th Grade (3 weeks) <input checked="" type="checkbox"/> Maria Jensen, Kim Karls, Katie Gaedtke, Deanna Gross, Catherine Davis
Unit Objective or Purpose:	<input checked="" type="checkbox"/> Students will improve reading comprehension through the integration of drama activities.
BRIEFLY highlight how each of the five strands is represented in the unit. Literacy, Tech Tools, Differentiation, Assessment, Information Literacy	<input checked="" type="checkbox"/> Please see the attached summaries for each grade level.

(2nd Grade)

Little Grunt and the Big Egg

By Maria Jensen

Objective: Students will increase their level of comprehension through the use of drama.

Literacy:

Students will be reading Little Grunt and the Big Egg by . Students will be making connections to the text through word webs. They will summarize the story through story maps, sequencing main events, and a verbal retelling. Students will write their own narrative based on the story. The improvisational drama activities require students to analyze, question, and connect with the text. Students will also portray the story elements of 'who', 'what', 'when', 'where', and 'why'.

Information Literacy:

Computers and the Internet will be used to research egg laying animals using the program Grolier Online-Amazing Animals of the World.

Differentiation:

The Grolier's research materials will be at various reading levels. When making the Kidspiration components of the unit, the level of details will be varied. Natural differentiation will occur as the students write their own narratives. The improvisational drama activities are also naturally differentiated by the students' insights and comprehension abilities.

Tech Tools:

Through the use of Grolier's Grolier Online-Amazing Animals, students will access Internet sites and practice recording relevant information. Students will use Kidspiration to create a story map, a sequence of events, and a word web. Students will also get practice with opening Kidspiration templates from shared files, printing, and saving documents.

Assessment:

The Kidspiration word web and story map, the sequence of events, the animal narrative writing, and the improvisational performances will all be used for formative assessment. A verbal retelling of the story at the end of the unit will be scored using a rubric. It will be used as a summative assessment.

Summer Academy UNIT OF STUDY

(3rd Grade)

Good Fortune: My Journey to Gold Mountain

A Study of Communities

By Kim Karls and Katie Gaedtko

Objectives: Students will increase their level of comprehension through the use of drama.
Students will use literature and online resources to improve their understanding of communities.

Literacy:

Students will be reading Good Fortune :My Journey to Gold Mountain, which is a nonfiction story about a Chinese family and their experiences as immigrants. We integrated this story with our social studies units, which focus on communities. Students will also be applying literacy skills to various research activities. Students will be practicing and building skills associated with:

- *analyzing
- *summarizing
- *questioning
- *predicting
- *making connections
- *retelling
- *using context clues

Tech Tools:

Computers and the Internet will be used to research experiences of various immigrants. Students will also search for information pertaining to citizenship, rules, and laws. The teacher will use a projector to display various examples. Students will use Kidspiration to create a Venn diagram that compares their own family to the family in the story. Character maps will also be made.

Differentiation:

The reading level of this text is somewhat high for the average third grader, so reading may be done independently or with an adult. During the researching piece, the research materials will be at various reading/searching levels. When making the Venn diagrams, some students may use pictures while others use words. When performing skits, some students will memorize lines while others will be able to read from the script.

Tech Tools:

Through immigration/community research students will access Internet sites and practice recording relevant information. Students will also get practice with opening templates from shared files, printing, and saving documents.

Assessment:

Throughout the reading of the text, students will complete "Thinking Sheets" and several "Comprehension Checks". Periodic quizzes will also be given to the students. Venn diagrams will be graded upon completion. During the dramatic activities, students will be informally observed and anecdotal notes will be taken. At the end of the reading, students will perform one scene from the book and will be formally assessed using a rubric. The social studies information pertaining to communities will be assessed through the use of a quiz.

Summer Academy UNIT OF STUDY

(4th Grade)

Little House in the Big Woods

By CJ Davis & Deanna Gross

Literacy:

Little House in the Big Woods should be considered both Reading in Content Area and Interdisciplinary Connection. It is an historical fiction piece, which connects reading and social studies disciplines. Since fourth grade social studies includes the teaching of Wisconsin history, the students will be getting a true taste of what life was like as a pioneer.

Tech Tools:

After examining recipes and creating maple candy teachers and students will produce a digital slide show of the maple sugar process.

Differentiation:

Play "Park Bench" and "Portrait;" these dramatic games focus on the students developing character and setting. These skills then will be used in the final play production..

Assessment:

- Summative-Little House in the Big Woods play (with scenes written by students)
- Formative-Graphic organizers, Written work reflecting reading strategies, Chapter quizzes

Information Literacy:

The students will read Chapter 8 and use word and the Internet to record vocabulary and answer questions, display pictures (of vocabulary). Students or teachers would research the dances that the characters perform and film the students demonstrating the dances or adding on a video that demonstrates the dances.